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ABSTRACT

Evaluated by the National Center on Educational Media and Materials for the Handicapped were 62 child-use instructional products. Products were solicited from regional special education instructional materials centers, media centers for the deaf, early childhood education projects, and other federally funded projects. An evaluation instrument was developed to select materials suitable for National Center dissemination. Products received were assigned to one of the following categories: dissemination, field-testing, further prototype development, and rejection. Products for the hearing impaired, educable and trainable mentally retarded, learning disabled, or preschool children were included. Evaluators of the materials represented the disability areas and subject matter areas of the materials. The National Center selected 14 materials for further consideration and provided material name, media, disability, and source. The selected materials were slated for display at the National Audiovisual Association convention. Appended to the report are the evaluation form, a listing of products rejected, a listing of products not reviewed, and a listing of tapes which are being negotiated by the National Center. (DB)

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REPORT
on
The NCEMMH Media Selection Conference
held
September 13 and 14, 1973

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One of the purposes of the NCEMMH is to make field developed materials generally available to their appropriate publics. During the years that the Special Education Instructional Materials Centers and the Regional Media Centers for the Deaf have existed, products have been developed to meet specific needs of specific handicapping conditions. Although these products were useful in the areas the various centers were to serve, unfortunately few ever were disseminated to a wider audience. The reasons for this are diverse and include lack of sufficient funds, lack of sufficient personnel, and lack of knowledge of marketing. The need for the collection and evaluation of these products at one location became obvious to the staff of the NCEMMH. Because the main emphasis at BEH in 1973 was child-use materials and because it seemed that the number of products from all areas for all audiences would be unwieldy to review, it was decided that the first products to be reviewed would be child-use products. Toward this end, letters soliciting child-use materials were sent to each of the Special Education Instructional Materials Centers and Regional Media Centers for the Deaf. The response was not so great as had been expected so additional letters were sent to Early Childhood Education projects and various other federally funded projects that had an interest in developing materials for handicapped

children. Even then, follow-up letters had to be sent to encourage the projects to send the materials to the National Center. During the summer months a sufficient number of products arrived at the Center so that the review could be set up.

During this time, Dr. Howard Spicker, Chairman of the Department of Special Education at Indiana University, was a visiting professor at the National Center. He was asked to develop an evaluation instrument to be used in determining which materials the National Center would continue to work with and see disseminated. This evaluation form was adapted from a publication of Educational Testing Service, Selection of Products for Focused Dissemination by Epstein, M. G.; Margosches, E. H.; Schrader, W. B.; and Walton, W. W.. Of the sixty-seven products received each was to be assigned to one of the four following categories: 1) disseminate; 2) field-test; 3) further prototype development; and 4) reject. The completed evaluation form by Dr. Spicker (see appendix) was sent to various members of the IMC network for review and comment before it was considered ready for use.

At this time, it was decided to proceed with the review of the materials. The products were divided into groups based on the populations they were designed to serve. These groups were: 1) hearing impaired; 2) educable and trainable mantally retarded; 3) learning disabled; and 4) early childhood.

Also at this time, panel members were selected and contacted to cooperate with the National Center in the review of these materials.

These persons represented the disability areas and the subject matter areas of the materials. In addition, two educational technologists served as panel members so that the technical qualities of the materials would be evaluated. The panel members, according to areas of expertise, were Dr. George Propp, Northwestern University, Hearing Impaired; Dr. James Payne, University of Virginia, Vocational Special Education; Mr. Ken Hunt, The Ohio State University, Learning Disabilities; Dr. Robert Heinich, Indiana University, Educational Technology; Mr. Ray Adams, Oregon Division of Continuing Education, Educational Technology; Dr. Pam Mattick, Preschool Education, Albert Lea, Minnesota; Mrs. Kirsti Hammermeister, Pennsylvania School for the Deaf, Hearing Impaired; Dr. Ann Clark, University of Wisconsin, Mental Retardation; and Mrs. Eunice Shonk, Associate Instructional Resource Center, Lewisville, Ohio, Mental Retardation.

The list of materials that were reviewed and rejected are included in the appendix. The products selected for further consideration by the National Center were:

AMERICA'S JOURNEY INTO SPACE: I, II, III
Print, Technicolor Sound Cartridge
Deaf
Midwest Regional Media Center for the Deaf

COOKING WITH THE KIDS
Print
General except visually handicapped
Early Learning Center of Region XIX, Education Service Center

COPING WITH MENSTRUATION
Print, Transparencies and Cassette
Educable Mentally Retarded
Fox Valley Special Education Instructional Materials Center

DIALOGUE FILMS
16 mm Film and Print
Deaf
Midwest Regional Media Center for the Deaf

EAGLE HAS LANDED
16 mm Film and Print
Deaf
Midwest Regional Media Center for the Deaf

ELECTRONIC ASSEMBLY INSTRUCTION SYSTEM FOR THE DEAF
Print and Filmstrip
Educable Mentally Retarded, Deaf, Vocational Education, Learning Disabled
University of Southern California, Instructional Materials Center

THE ENGINEERED LEARNING PROJECT
Print, Filmstrips, Cassettes
Learning Disabled
Northwest Regional Special Education Instructional Materials Center

THE KENTUCKY TIME PROGRAM
Print
General except visually handicapped
University of Kentucky, Regional Special Education Instructional Materials Center

LANGUAGE STIMULATION CURRICULUM
Print
Early Childhood Education (Cerebral Palsied)
Kiwanis Children's Rehabilitative Division, Milwaukie, Wisconsin

MOTION: PARTS I, II, and III
Print, Technicolor Sound Cartridge
Deaf
Midwest Regional Media Center for the Deaf

VOCATIONAL EXPLORATION PACKAGE
16 mm Films and Filmstrip
Educable Mentally Retarded, Deaf, Vocational Education, Learning Disabled
St. Paul Technical Vocational Institute

THE RECORDED AID FOR BEGINNING PIANO
Print
General
USOE/MSU Instructional Materials Center for Handicapped Children and Youth

REWIRING A LAMP
Cassettes, Filmstrip, Print, Transparencies
Vocational Education
Fox Valley Special Education Instructional Materials Center

A SATURDAY AFTERNOON
16 mm Film and Print
Educable Mentally Retarded
University of Wisconsin, Special Education Instructional Materials Center

SPEECH IMPROVEMENT FOR THE TRAINABLE RETARDED
Print
Trainable Mentally Retarded
USOE/MSU Instructional Materials Center for Handicapped Children and Youth

SPOON FEEDING
Print
General except visually handicapped
Northwest Regional Special Education Instructional Materials Center

WHAT HAPPENS WHEN YOU STEAL?
Slides, Tape, Print
Educable Mentally Retarded
University of Wisconsin, Special Education Instructional Materials Center

Since that time, in talking with the people at Michigan State IMC, it was decided that the Recorded Aid for Beginning Piano is already reaching the intended audience. Also, Dialogue Films, by the Midwest RMC, are already available to the deaf community. Therefore these two packages will not be handled by the National Center. Three packages are undergoing negotiations for refinement and modification at this time. They are the

TRW Package, also known as the Electronic Assembly Program, The Vocational Exploration Series, and What Happens When You Steal?.

Eagle Has Landed, America's Journey Into Space, and Motion - Parts I, II, and III from Nebraska will be handled through the National Audiovisual Center for thin-market distribution. Spoonfeeding will be handled by CEC. Coping with Menstruation and Rewiring a Lamp from Fox Valley, Wisconsin, Instructional Materials Center are being investigated for commercial distribution and to decide who actually has the ownership and royalty rights to these materials. The Kentucky TIME Program has been handled through a different agency. At this time the Center is waiting to whether they will release the package so that it can be commercially marketed. The Engineered Learning Project, Language Stimulation Curriculum, and Speech Improvement for the Trainable Retarded will also be investigated for commercial distribution. The film, A Saturday Afternoon, will be handled through the National Audiovisual Center.

Since the conference, in looking at different instructional products, it has been decided that enough books are on the market dealing with recipes and cooking with children that Cooking With Kids would not be a viable product to distribute to a wide range audience. Although many of the products that were reviewed were rejected for further consideration by the National Center, a listing of these materials will be made available to various other distributors or printers so that if they are interested in any of these they will be able to make direct contact with the developers.

The CEC grant for reproducing materials for Headstart no is in contact with five of the Early Education projects and United Cerebral Palsy Projects that submitted materials to the September review.

Some of the products that were selected for further consideration will be shown to distributors and commercial producers at the National Audiovisual Association convention in Miami in January. In this way the National Center staff will be able to interact with commercial producers and distributors so that they might know more definitely the types of materials that are viable for commercial marketing, the types of refinements that should be made before commercial distributors are contacted, the types of materials that are best for thin-market, and many other points of information.

Also at the NAVA Convention the Center will display materials so that commercial people can begin thinking about submitting bids on these products when RFP's are issued. Although the product review conference was chiefly involved in taking care of the products that already are in the field and involved a large number of products, it is not necessary to have a large number for products to be reviewed. Since the conference steps have been taken to organize a field reader system so that when products arrive at the National Center they can be reviewed quickly and efficiently by experts from various locations who will be on the Field Reader list for the National Center. In this way, materials that have been rejected or recommended for further development in the past can be resubmitted and reviewed at a later date.

A second phase of the evaluation of products tentatively will be held in February. This will involve the gathering of teacher and trainer products for review. By that time the evaluation form that was used will be reworked to include some of the suggestions made by panel members so that it will be more effective and more objective.

The evaluation conferences are a first step in getting materials that are of value marketed without involving an inordinate amount of time of staff members and funds of various projects throughout the country. It was felt that the child-use product review was a successful effort and that it was an important first step in accomplishing the tasks that the National Center was established to accomplish.

APPENDIX

A Evaluation Form

B Listing of Products Rejected by the NCEMMH Media Selection Conference

C Listing of Products Not Reviewed by the NCEMMH Media Selection Conference

D Listing of Tapes Which Are Being Negotiated by the NCEMMH

EVALUATION FORM

APPENDIX A

PRODUCT #____

Evaluation Form

Rating Scale: 3 = Excellent; 2 = Good; 1 = Fair; 0 = Unimpressive

I. Evaluation of product purpose

In order to determine the extent to which a product may be expected to produce a significant educational outcome, the following criteria should be applied to the product.

1. Urgent present need -- the extent to which the product addresses itself to an urgent behavioral or instructional objective - as supported by statement of rationale.

3 ____, 2 ____, 1 ____, 0 ____

2. Originality -- the extent to which the product embodies innovations in content, method, or both - as supported by references to learning theory and/or research.

3 ____, 2 ____, 1 ____, 0 ____

3. Material appropriateness -- the extent to which the product uses appropriate media for achieving the behavioral or instructional objective.

3 ____, 2 ____, 1 ____, 0 ____

II. Relationship of materials to specific learner characteristics

1. For what specific handicapping conditions are the materials suitable?

_____

_____

_____

2. Are there any learner characteristics that might limit the usefulness of the materials (e.g. physical development, social behavioral maturity, intellectual ability, cultural background, learning style or modality, language ability - written and/or oral)?

_____

_____

_____

III. Formative Evaluation

1. The extent to which the materials appear to have face validity to a parent or teacher.

(a) Are the materials of "good" technical quality (e.g. color, legibility, sound clarity, clear directions, etc.)?

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

(b) Do the materials appear to have potential for attaining the behavioral or instructional objective sought for the child?

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

(c) Do the materials appear to have sufficient motivational properties for a teacher or parent so that they are likely to be used?

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

2. The extent to which the materials have face validity to the learner.

(a) Do the materials appear appropriate to the interest level of the target children?

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

(b) Do the materials appear sufficiently attractive to motivate the children to want to use them?

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

3. The extent to which the materials can be used independently by a child (e.g. clarity of directions, durability, response feedback).

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

4. If the materials are programmed

(a) Are the materials graded in suitably small increments?

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

(b) Do they allow for branching?

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

(c) Do they allow for individual learner progression?

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

IV. Product Effectiveness

The extent to which the product is effective in accomplishing its stated goals.

1. The extent to which field test data were adequate and representative with respect to sample size and target population; whether appropriate control groups, multiple baseline, or other experimental techniques were used; and whether judgments about the product were collected in an objective manner

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

2. The extent to which the pilot or field test data indicate that the materials meet the behavioral or instructional objectives for which the materials were designed.

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

3. The extent to which there is evidence that teachers, parents and/or children accepted the product readily and wish to continue using it.

3 ____, 2 ____, 1 ____, 0 ____, impossible to estimate ____

4. For what specific populations are the materials most effective?

(a) Specific exceptionality

_____

(b) Specific demographic characteristics (e.g. rural, urban, white, black, bilingual, etc.)

_____

5. Side effects -- the extent to which the materials produce goals other than those stated. If such effects were noted, indicate on the appropriate line below, the specific positive or negative side effect/s produced.

Neutral _____

Positive _____

Somewhat negative _____

Undesirable _____

RECOMMENDATIONS:

Prototype development _____, Field testing _____, Dissemination _____, Rejection _____

COMMENTS: _____

_____

_____

Listing of Products Rejected by the
NCEMMH Media Selection Conference held
September 13 and 14, 1973 in
Columbus, Ohio

APPENDIX B

LISTING CODE

PRODUCT
Media
Audience
Source institute

THE CARD CATALOG
Print
Deaf
Southwest Regional Media Center for the Deaf

CLASSES
Objects
Educable Mentally Retarded
University of Southern California, Instructional Materials Center

CURRICULUM GUIDE: HEARING-IMPAIRED CHILDREN AND THEIR PARENTS
Print
Early Childhood Education
State Department of Education, St. Paul, Minnesota

DIRECT DISCOURSE
Print
Deaf
Southwest Regional Media Center for the Deaf

DRIVER'S EDUCATION CROSSWORD PUZZLES
Print
General except visually handicapped
USOE/MSU, Instructional Materials Center for Handicapped Children and Youth

DUST MOPPING THE FLOOR
Super 8 mm cartridge
Educable Mentally Retarded
University of Southern California, Instructional Materials Center

EARLY LEARNING MONEY COUNTING KIT
Print
General Except visually handicapped
USOE/MSU, Instructional Materials Center for Handicapped Children and Youth

EARLY LEARNING TELLING TIME KIT
Print and objects
General except visually handicapped
USOE/MSU, Instructional Materials Center for Handicapped Children and Youth

FEET
Super 8 mm cartridge
Deaf
Wisconsin School for the Deaf

FIRE PREVENTION AND SAFETY
Print
Deaf
Southwest Regional Media Center for the Deaf

FOLLOWING WRITING DIRECTIONS
Print
Deaf
Southwest Regional Media Center for the Deaf

FOLLOWING WRITTEN DIRECTIONS
Print
Deaf
Southwest Regional Media Center for the Deaf

THE FOUR VOYAGES OF COLUMBUS
Print
Deaf
Southwest Regional Media Center for the Deaf

GAMES ARE MEDIA EDUCATIONAL SERVICES
Print
Educable Mentally Retarded, Learning Disabled
Special Education Program, State Department of Education,
Atlanta, Georgia

HOME PARENT/CHILD STIMULATION
Print
Early Childhood Education, Learning Disabled
The Marshall Town Project

HOME PROGRAM WORKSHEETS
Prints
Early Childhood Education
Medford Preschool

HOW POLITICAL CONVENTIONS HELP CHOOSE A PRESIDENT
Transparencies
General except visually handicapped
Rocky Mountain Special Education Instructional Materials Center

INSTRUCTIONAL TIME MECHANISM
Print and photographs
Early Childhood Education, General except for visually handicapped
Rocky Mountain Special Education Instructional Materials Center

LANGUAGE PROGRAMS
Print
Deaf
Southwest Regional Media Center for the Deaf

A LOOK AT THE CITY
16 mm film
Deaf
Wisconsin School for the Deaf

MANIPULATIVE BOARD
Print and photographs
General except visually handicapped
Rocky Mountain Special Education Instructional Materials Center

MERRILL LINGUISTIC READERS PROGRAM
Print
Educable Mentally Retarded
Special Education Department, University of Vermont

MINE OR NOT MINE
Objects, Print, Slides
Educable Mentally Retarded
University of Wisconsin, Special Education Instructional Materials Center

MONEY AND WEIGHT UNIT
Print and photographs
General except visually handicapped
Rocky Mountain Special Education Instructional Materials Center

MR. BIRD
V. T. R.
Early Childhood Education
Rutland Center, Athens, Georgia

NEBRASKA TRANSPARENCY MASTER SERIES: I-XXII
Transparencies
Deaf
Midwest Regional Media Center for the Deaf

NIGHT TIME AND YOUR HANDICAPPED CHILD
Print and objects
General except visually handicapped
Regional Special Education Instructional Materials Center, Hunter College, New York, New York

NOUN VOCABULARY FILMS
Print and technicolor sound cartridge
Deaf
Midwest Regional Media Center for the Deaf

NUMBER BOARD
Print and photographs
General except visually handicapped
Rocky Mountain Special Education Instructional Materials Center

PARTS OF THE EAR
Print
Deaf
Southwest Regional Media Center for the Deaf

PLACE VALUE
Print
Deaf
Southwest Regional Media Center for the Deaf

PRESCHOOL DISABILITY: IDENTIFICATION AND PREVENTION
Print
Early Childhood Education
Medford Preschool

PRESCHOOL SPECIAL EDUCATION: HABILITATIVE PROGRAM FOR YOUNGSTERS AND FAMILIES
Print
Early Childhood Education
Preschool Special Education Project

R. E. A. D. SET (Three items)
Print
Learning Disabled
University of Kentucky, Regional Special Education Instructional Materials Center

READING THE WANT ADS
Print
Educable Mentally Retarded
University of Kentucky, Regional Special Education Instructional Materials Center

SIMPLE MACHINES
Transparencies
General except visually impaired
Rocky Mountain Special Education Instructional Materials Center

SINGLE CONCEPTS
Transparencies
General except visually handicapped
Rocky Mountain Special Education Instructional Materials Center

SOCIAL STUDIES
Transparencies
General except visually handicapped
Rocky Mountain Special Education Instructional Materials Center

STOP AND GO GAMES, 1 and 2
Print
General except visually handicapped
USOE/MSU Instructional Materials Center for Handicapped Children and Youth

SUITCASE TUTOR
Print and objects
Educable Mentally Retarded
USOE/MSU, Instructional Materials Center for Handicapped Children and Youth

TOTAL COMMUNICATION
V. T. R.
Early Childhood Education
Alaska Treatment Center for Crippled Children and Adults

A VISIT TO THE FAIR
Technicolor sound cartridge
Deaf
Wisconsin School for the Deaf

VISUAL COMMUNICATIONS
Print
Deaf
Northeast Regional Media Center for the Deaf

WET MOPPING THE FLOOR
Super 8 mm cartridge
Educable Mentally Retarded
University of Southern California, Instructional Materials Center

WINDOW WASHING
Super 8 mm cartridge
Educable Mentally Retarded
University of Southern California, Instructional Materials Center

Listing of Products Not Reviewed by the
NCEMMH Media Selection Conference

APPENDIX C

LISTING CODE

PRODUCT
Media
Audience
Source Institute

SINGLE CONCEPT VOCABULARY FOR THE DEAF
Slides
Deaf
Rocky Mountain Special Education Instructional Materials Center

MOTIVATION
Print, transparencies
General except visually handicapped
Fox Valley Special Education Instructional Materials Center

OPERATOR RESPONSE ANALYSIS
Print
General except visually handicapped
Miss Joan Rosengren Forsdale, Brooklyn, New York

Listing of Tapes Which Are Being
Negotiated by the NCEMMH

APPENDIX D

LISTING CODE

PRODUCT
- Media
- Audience
- Source Institute

LAGOON OF LOST SHIPS
VTR

Southern Regional Media Center for the Deaf

THAILAND
VTR

Southern Regional Media Center for the Deaf

WATER AND LIFE
VTR

Southern Regional Media Center for the Deaf